DOCUMENT RESUME

ED 250 380 TM 840 697

TITLE	Reading Objectives and Measurement Specifications, 1986: Grade 3, Grade 5, and Grade 9. and Grade 9. Texas Assessment of Basic Skills.
INSTITUTION	Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE	Aug 84
NOTE	52p.; For Mathematics Objectives, see TM 840 696.
AVAILABLE FROM	Publications Distribution Office, Texas Education Agency, 201 E. Eleventh St., Austin, TX 78701 ($1.00).
PUB TYPE	Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Educational Objectives; Elementary Secondary Education; Grade 3; Grade 5; Grade 9; Reading Achievement; *Reading Instruction; *Reading Tests; State Curriculum Guides; *State Programs; *Testing Programs
IDENTIFIERS	*Test Specifications; *Texas Assessment of Basic Skills

ABSTRACT

The reading learning objectives contained in this volume are congruent with the Texas "State Board of Education Rules for Curriculum" which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Assessment of Basic Skills tests. Beginning with the 1985-1986 school year, the Texas Assessment of Basic Skills tests will be based upon the objectives in this publication. For grade 3, grade 5, and grade 9, the general objectives are presented, followed by detailed objectives and measurement specifications. (Author/BW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED250380

Texas Assessment of Basic Skills

Reading Objectives and Measurement Specifications 1986 Grade 3, Grade 5, and Grade 9

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. King

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

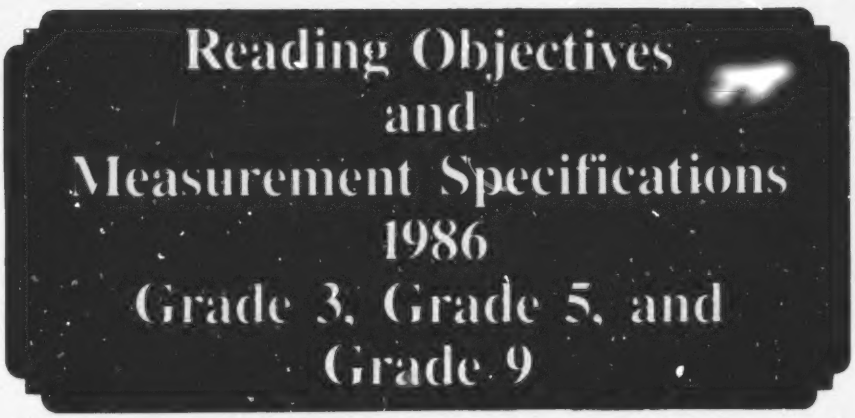
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TM 870 697

Texas Education Agency
Austin, Texas

Texas Assessment of Basic Skills



After an initial free distribution to authorized institutions, additional copies may be purchased for $1.00 from the Publications Distribution Office. However, with the increasing demand for educational material, the supply at times may be exhausted.

Division of Educational Assessment
Texas Education Agency
Austin, Texas

Foreword

The learning objectives contained in this volume are congruent with the *State Board of Education Rules for Curriculum* which outlines the rules and procedures for implementation of Section 21.101 of the Texas Education Code. These objectives and the measurement specifications are provided for use by teachers and other educators responsible for pupil instruction and for test development specialists involved with the preparation of the Texas Assessment of Basic Skills tests. Beginning with the 1985-1986 school year, the Texas Assessment of Basic Skills tests will be based upon the objectives in this publication.

Raymon L. Bynum
Commissioner of Education

STATE BOARD OF EDUCATION
(State Board for Vocational Education)

PAUL MATHEWS, Greenville
Vice Chairman of the State Board of Education
Congressional District 4

WAYNE WINDLE, El Paso
Secretary of the State Board of Education
Congressional District 16

Board Members

VOLLY BASTINE, JR., Houston
Congressional District 18

MRS. MARY HELEN BERLANGA, Corpus Christi
Congressional District 27

MANUEL B. BRAVO, JR., Laredo
Congressional District 23

WILLIAM HUGH BYRD, Duncanville
Congressional District 6

DON H. COOK, D.D.S., Mesquite
Congressional District 5

VIRGINIA CURREY, PH.D., Arlington
Congressional District 24

WILL D. DAVIS, Austin
Congressional District 10

MIKE FERNANDEZ, JR., San Antonio
Congressional District 20

W. H. FETTER, La Marque
Congressional District 9

WAYNE FREDERICK, Orange
Congressional District 2

E. R. GREGG, JR., Jacksonville
Congressional District 1

KENT GRUSENDORF, Arlington
Congressional District 26

MRS. JEWELL HARRIS, Abilene
Congressional District 17

RUBEN E. HINOJOSA, Mercedes
Congressional District 15

J. MURPHY HORTON, Midland
Congressional District 21

MRS. LINDA HOWELL, Missouri City
Congressional District 22

WILLIAM N. KEMP, O.D., Houston
Congressional District 8

MRS. MARY ANN LEVERIDGE, East Bernard
Congressional District 14

H. REGINALD McDANIEL, M.D., Dallas
Congressional District 3

PAUL M. STEVENS, Fort Worth
Congressional District 12

CARROLL TEAGUE, Pasadena
Congressional District 25

MRS. LAURA TYNES, Waco
Congressional District 11

MRS. MARGE WEST, Amarillo
Congressional District 13

JAMES H. WHITESIDE, Lubbock
Congressional District 19

RAYMON L. BYNUM, Commissioner of Education
(Executive Officer of the State Board of Education)

Committees
of the
State Board of Education

Internal Rules Committee
JAMES H. WHITESIDE, Chairman
LAURA TYNES, Co-Chairman

Rules, Budget, and Finance
E. R. GREGG, Chairman
WILL D. DAVIS, Co-Chairman

Special Populations
DON H. COOK, Chairman
RUBEN E. HINOJOSA, Co-Chairman

Vocational Education and High Technology
WAYNE FREDERICK, Chairman
CARROLL TEAGUE, Co-Chairman

Investment of the Permanent School Fund
WILLIAM H. FETTER, Chairman
PAUL STEVENS, Co-Chairman

Instruction, Research, and Evaluation
MARY ANN LEVERIDGE, Chairman
WILLIAM BYRD, Co-Chairman

Teacher Preparation, Support Services, and Litigation/Appeals
WILLIAM N. KEMP, Chairman
VOLLY C. BASTINE, Co-Chairman

Contents

1. Reading Objectives

Grade 3 1

Grade 5 1

Grade 9 1

2. Grade 3 Reading

General Specifications 2

Objectives and Measurement Specifications 3

Objective 1: Recognize words by sight 3

Objective 2: Recognize words through phonics 4

Objective 3: Use word structure to identify words 5

Objective 4: Use context clues 7

Objective 5: Identify significant details 8

Objective 6: Identify sequence of events 9

Objective 7: Identify main idea 10

Objective 8: Predict future outcomes 12

Objective 9: Use a table of contents 13

3. Grade 5 Reading

General Specifications 15

Objectives and Measurement Specifications 16

Objective 1: Use context clues 16

Objective 2: Identify significant details 17

Objective 3: Identify sequence of events 18

Objective 4: Identify main idea 19

Objective 5: Distinguish between fact and opinion 21

Objective 6: Identify cause-and-effect relationships 22

Objective 7: Draw logical conclusions 23

Objective 8: Identify appropriate parts of a book 24

Objective 9: Use graphic sources 25

4. Grade 9 Reading

General Specifications 26

Objectives and Measurement Specifications 27

Objective 1: Identify the meaning of words 27

Objective 2: Identify significant details 28

Objective 3: Identify sequence of events 30

Objective 4: Identify main idea 31

Objective 5: Distinguish between fact and opinion 33

Objective 6: Identify cause-and-effect relationships 34

Objective 7: Identify the author's point of view 35

Objective 8: Draw logical conclusions 37

Objective 9: Identify accurate generalizations 39

Objective 10: Identify various sources for locating information 40

Objective 11: Use graphic sources 41

Reading

List of Objectives

Grade 3

Objective 1: Recognize words by sight.

Objective 2: Recognize words through phonics.

Objective 3: Use word structure to identify words.

Objective 4: Use context to understand the meaning of words.

Objective 5: Identify significant details.

Objective 6: Identify the sequence of events.

Objective 7: Identify the main idea.

Objective 8: Predict probable future outcomes.

Objective 9: Use a table of contents to locate information.

Grade 5

Objective 1: Use context to understand the meaning of words.

Objective 2: Identify significant details.

Objective 3: Identify the sequence of events.

Objective 4: Identify the main idea.

Objective 5: Distinguish between fact and opinion.

Objective 6: Identify cause-and-effect relationships.

Objective 7: Draw logical conclusions.

Objective 8: Identify the parts of a book used to obtain information.

Objective 9: Use graphic sources to get information.

Grade 9

Objective 1: Identify the meaning of words with academic and practical applications.

Objective 2: Identify significant details.

Objective 3: Identify the sequence of events.

Objective 4: Identify the main idea.

Objective 5: Distinguish between fact and opinion.

Objective 6: Identify cause-and-effect relationships.

Objective 7: Identify the author's point of view and/or purpose.

Objective 8: Draw logical conclusions.

Objective 9: Identify an accurate generalization from a given series of details and/or assumptions.

Objective 10: Identify the purpose of various sources as aids in locating information.

Objective 11: Use graphic sources to get information.

Grade 3 Reading

General Specifications

I. Reading Selections

A. The readability of the reading selections will be approximately 3.0 when assessed by the Harris-Jacobson Readability Formula 1. This formula will be applied to the set of reading selections in the test.

B. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list for Grade 3. Proper nouns and words explained in a reading selection are excluded from this requirement.

C. Selections shall represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

D. The reading selections and items shall be free of stereotyping by age, sex, ethnicity, and geographical location.

E. Selections shall include narratives, fiction, and factual accounts of a non-technical nature.

F. Reading selections shall be of varying lengths and shall range from 35 to 60 words in length.

G. Each reading selection shall be used as a stimulus for only one item and as a measure of no more than one objective.

H. Each sentence included in a reading selection shall not exceed 12 words in length.

II. Test Items

A. For each item, there shall be four responses with only one correct response.

B. When items relate to reading selections, the correct response shall be dependent upon information found in the selection.

C. Except where noted otherwise, all words in the items, including the answer choices, will be taken from the TEA cumulative vocabulary list for Grade 3. Proper nouns and words explained in a reading selection are excluded from this requirement.

D. Neither "none of the above" nor "all of the above" shall be used as an answer choice.

III. Test Package Format

A. Sufficient white space shall be included on each page.

B. Reading selections and their corresponding test items shall appear on the same page.

C. Graphic displays and their corresponding items shall appear on the same or facing pages.

D. Type size shall be appropriate for third grade students.

10

Objectives and Measurement Specifications

Objective 1
Recognize words by sight.

Description of Test Questions

1. The test question will not be referenced to a reading selection.
2. A boxed sentence with an underlined word will be presented. The sentence will not exceed 12 words in length.
3. The sentence will provide as few context clues as possible to the meaning of the underlined word.
4. The underlined word will be a noun, verb, adjective, or adverb from the TEA cumulative vocabulary list for Grade 3.

Description of Answer Choices

1. Each answer choice will be a word or phrase that is a possible definition for the underlined word.
2. The correct answer will be a valid definition for the underlined word as it is used in the sentence.
3. Incorrect answer choices will be plausible but invalid definitions for the underlined word.
4. Each definition shall not exceed eight words in length.

Example of Test Questions
Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

The colt was brown and white.

- ⬭ young horse
- ⬭ old building
- ⬭ dress
- ⬭ rock

Objective 2
Recognize words through phonics.

Description of Test Questions

1. The question will not be referenced to a reading selection.
2. A single, boxed, nonsense word will be presented.
3. The nonsense word will be a one- or two-syllable word. It will represent an alternate phonetic spelling of a real word taken from the TEA cumulative vocabulary list for Grade 3.
4. The phonics to be tested are long and short vowels, beginning and ending consonants, blends, digraphs, and diphthongs.
5. Students will be asked to select from four real words the one word that is the phonetic equivalent of the nonsense word.

Description of Answer Choices

1. Each answer choice will be a one- or two-syllable real word.
2. The correct answer choice will be the word that is the phonetic equivalent of the nonsense word.
3. Incorrect answer choices will be words that are not phonetically equivalent to the nonsense word.
   a. An incorrect answer choice will have at least one sound that differs from the sound(s) of the nonsense word.
   b. If possible, an incorrect answer choice will have the same initial sound as the initial sound of the nonsense word. If there are alternate ways of spelling the initial sound, any of these ways can be used.

Example of Test Questions
Choose the word that sounds the same as the make-believe word in the box. Mark your answer.

kight

- kite
- cat
- kept
- count

—3—

Objective 3
Use word structure to identify words.

Description of Test Questions

1. The test question will not be referenced to a reading selection.
2. A boxed sentence that contains an underlined word will be presented. The sentence will not exceed 12 words in length.
3. The underlined word will consist of a simple root word with a prefix or a suffix added. The root word will be from the TEA cumulative vocabulary list for Grade 3. Its spelling will not be altered by the addition of the affix.
4. The affix used in a tested word will be selected from the prefixes and suffixes listed in the Content Supplement of Affixes Eligible for Testing (see the following pages).
5. The sentence will contain as few context clues as possible about the meaning of the underlined word.
6. Two items shall have suffixes added to the root words, and two items shall have prefixes added to the root words.

Description of Answer Choices

1. Each choice will be a word or phrase that provides a possible definition for the underlined word.
2. The correct answer will be a valid definition for the underlined word as the word is used in the sentence.
3. Each definition will not exceed eight words in length.
4. Each incorrect answer choice will reflect one of the following errors:
   a. Using the meaning of an eligible affix other than that contained in the underlined word
   b. Defining the root word without taking into account the meaning of the affix
   c. Defining the root word incorrectly
   d. Defining the entire word incorrectly

Example of Test Questions
Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

The girls were <u>unalike</u>.

- ⬭ not the same
- ⬭ just like each other
- ⬭ without friends
- ⬭ made the same again

Content Supplement of Affixes Eligible for Testing

PREFIXES

a-	-on, to, toward, in, into
be-	-on, around, over -cause to be; treat as
dis-	-reversal or undoing of an act -stop; refuse to
en-	-put on or into; surround, close in -make -add strength to a meaning
pre-	-before in time, rank, position -ahead of; when necessary
re-	-again -back
un-	-not, opposite of -change the action to the opposite of

SUFFIXES

-ar, -er, -or	-a person or thing that does; a person or thing that is related to
-ed	-before, in the past (forms past tense of regular verb)
-er	-more (forms comparative of regular adjective)
-est	-most (forms superlative of regular adjective)
-ful	-full of -tending to or likely to
-ing	-continuing (forms progressive of regular verb)
-less	-free from; without -unable to do or be
-ly	-like; similar
-ment	-result of; act of -means of; thing used for -condition; state of being
-ness	-quality or state of being
-s, -es	-more than one (forms plural of regular noun)
-y	-full of; characterized by -having the characteristics of; like

Objective 4
Use context to understand the meaning of words.

Description of Test Questions

1. The question will not be referenced to a reading selection.
2. A boxed sentence that contains an underlined word will be presented. The sentence will contain a maximum of 12 words.
3. The underlined word will be an unfamiliar word drawn from the TEA cumulative vocabulary list for Grade 5. The unfamiliar word may be a multiple-meaning word.
4. Homonyms will not be tested.
5. The sentence will provide one or more context clues that allow students to select the appropriate meaning for the underlined word. Context clues may be of the following types:
   a. An example of a situation created by, resulting from, or equivalent to the underlined word; for example, "The stingy boy would not let me have a cookie."
   b. A synonym for the underlined word; for example, "I was deep in the heart, or middle, of the mountain."
   c. An antonym for the underlined word; for example, "Joe thought Mary was nice, but I thought she was horrid."
   d. A setting that limits the meaning of the underlined word; for example, "I made the batter in the kitchen." The structure of the sentence, the meaning of the sentence, or both may contribute to this setting.

Description of Answer Choices

1. The correct answer will be a definition for the underlined word that is supported by the given context.
2. Some of the incorrect answer choices will be alternate definitions for the underlined word that are not supported by the given context.
3. No answer choice will exceed eight words in length.

Example of Test Questions
Read the sentence in the box. Then choose the meaning of the underlined word or group of words in the sentence. Mark your answer.

We need to alter the picture, not keep it the same.

- ⬭ change
- ⬭ hold
- ⬭ beat
- ⬭ chase

—3—

Objective 5
Identify significant details.

Description of Test Questions

1. A boxed and titled reading selection will be presented.
2. The details to be tested shall be stated explicitly within the selection. Recall of insignificant facts shall not be tested.
3. Inferences, outcomes, and conclusions will not be measured by this objective.
4. The reading selection will be followed by a question about a significant detail it contains. The question will begin with one of the following words or phrases: "who," "what," "where," "when," "how many," or "how much."

Description of Answer Choices

1. Each answer choice will be a word, phrase, clause, or sentence directly restated from the selection.
2. The correct answer choice will be the detail from the selection that is asked for in the question.
3. Incorrect answers will be details that are explicitly stated in the selection but are inaccurate responses to the question.

Example of Test Questions
Read the story in the box. Then answer the question. Mark your answer.

A ROSE

Have you seen a rose? A rose is a flower. It grows on a bush. A rose can be red, white, yellow, or pink. Some people plant roses in their gardens. Other people buy roses and keep them in water. Some people look for wild roses in the woods. Some name their little girls Rose.

Where do some people plant roses?

- ⬭ in their gardens
- ⬭ in the woods
- ⬭ in water
- ⬭ on a bush

Objective 6
Identify the sequence of events.

Description of Test Questions

1. A boxed and titled reading selection will be presented.
2. Each selection will develop a single topic by presenting a series of four to six events in sequential order.
3. One or more of the following sequence indicators will be used in the section to make the sequential order of events in the selection explicit: "before," "after," "at last," "at the end of," "first," "second," "third," "last," "next," "so," and/or "then."
4. The question will follow the reading selection, and it will ask students to identify either (1) the event that comes first or last in the selection or (2) the event that comes just before or just after another event in the selection. If the question is of this second type, it will restate the event that occurred immediately before or after the event to be identified.

Description of Answer Choices

1. Each choice will be a word, phrase, clause, or sentence that restates an event described in the selection.

Example of Test Questions
Read the story in the box. Then answer the question. Mark your answer.

MORNING SURPRISE

Tom opened his eyes. He looked at the clock. He was late for school! He jumped out of bed. Then he dressed quickly and ran to the door. But then he remembered. It was Saturday. There was no school!

What did Tom do just after he looked at the clock?

- He jumped out of bed.
- He dressed quickly.
- He remembered it was Saturday.
- He ran to the door.

Objective 7
Identify the main idea.

Description of Test Questions

1. A boxed, untitled reading selection will be presented.
2. The selection will develop one main idea. The main idea will be explicitly stated in a single sentence that may appear anywhere in the selection. All other sentences in the selection will contain supporting details.

Description of Answer Choices

1. Four statements of possible main ideas will follow a reading selection.
2. The correct answer will be a main idea statement that is both accurate and of the appropriate scope. This statement will directly restate or paraphrase the selection's main idea sentence.
   a. A statement that is accurate contains information that is supported by the selection.
   b. A statement that is of the appropriate scope encompasses all of the most important details contained in the selection.
3. Each incorrect answer will consist of a sentence taken directly from the selection or a sentence with content related to the selection.
4. The incorrect answers will be either inaccurate or too narrow in scope.
   a. A statement is inaccurate if it is:
      (1) contradicted by information in the selection; something stated in the selection makes this answer choice untrue
      (2) unsupported by information in the selection, i.e., there is no information in the selection that can be used to determine whether this answer choice is true or not
   b. A statement is too narrow in scope if it does not encompass all of the important details contained in the selection. This answer choice will be based on a supporting detail sentence in the selection. The answer choice will directly restate this detail sentence.
5. The three incorrect answers for a selection will include two statements that are inaccurate and one that is too narrow in scope.

Example of Test Questions

Read the story in the box. Then answer the question. Mark your answer.

> One day Uncle Pete fixed the engine in our car. He fixed a broken red table, too. Once he fixed a toy for me. Uncle Pete was able to fix many things. He even fixed the broken glass on my picture.

What is the main idea of the story?

- ⬭ Uncle Pete was able to fix many things.
- ⬭ The broken table came from my room.
- ⬭ Uncle Pete is a very tall man.
- ⬭ The glass on my picture is still broken.

—3—

Objective 8
Predict probable future outcomes.

Description of Test Questions

1. A boxed and titled reading selection will be presented.
2. The selection will develop a single topic and contain explicit details that suggest a future outcome or action.
3. The question that follows the selection will ask students to identify the probable future outcome or what happened next.

Description of Answer Choices

1. Each answer choice will be a sentence that describes a possible outcome of the events or actions reported in the selection.
2. The correct answer will be an outcome that is supported by the information given in the selection.
3. The incorrect answers will be plausible but inaccurate predictions that are not supported by the information given in the selection.

Example of Test Questions
Read the story in the box. Then answer the question. Mark your answer.

LOST IN THE WOODS

Tom and his mother were lost in the woods. It was getting dark and cold. They saw a cabin. They ran to it and went inside. They looked for some firewood. There was some wood in the corner. They put the wood in the stove. Then they lit a match.

What do you think happened next?

- ⬭ It got warm in the cabin.
- ⬭ Tom and his mother had dinner.
- ⬭ The sun rose.
- ⬭ Tom and his mother left the cabin.

20

Objective 9
Use a table of contents to locate information.

Description of Test Questions

1. A boxed sample table of contents will be presented. The sample will contain a maximum of 60 words.
2. The sample table of contents shall include all of the following:
   a. chapters
   b. major topics
   c. authors of stories
   d. subtitles within stories
   e. leaders (the connecting marks between entry and page number)
   f. different types of print for titles, authors, and major headings
   g. indentations shall be used appropriately as they are in textbooks for Grade 3 in Texas
3. All of the words in the table of contents will be from the TEA cumulative vocabulary list for Grade 3.
4. More than one item may be tested from a single table of contents. These items may pose questions about the following:
   a. author of a story or chapter
   b. beginning page of a story or chapter
   c. a major topic

Description of Answer Choices

1. Each answer choice will consist of information taken directly from the table of contents.
2. The correct answer will be the information from the table of contents that is asked for by the question.
3. Incorrect answers will be information from the table of contents and will provide plausible but inaccurate responses to the question.

Example of Test Questions

Look at the table of contents in the box. Then answer the question below the box. Mark your answer.

Cities Without Edges 192

by Walter Wiser

Chocolate Town 193
Megalopolis 194

CHAPTER 6—TIN LIZZIE 195

Mr. Fixit 196

by Bert Nelson

The Model T 199

by Ella Yates

How Ford Made His Car 202
Tin Lizzie 204

CHAPTER 7—RIVER AND CLOUD 207

Water 209

by Allen Hunt

Drop In the Bucket 212
City Water 214

In this table of contents, Chapter 6 begins on what page?

- 195
- 192
- 223
- 199

Grade 5 Reading

General Specifications

I. Reading Selections

A. Except where noted otherwise, the readability of the reading selections will be approximately 5.0 when assessed by the Harris-Jacobson Readability Formula 2.

B. The Texas Education Agency (TEA) cumulative vocabulary list for Grade 5 shall be the source for words used in the selections. Proper nouns and words explained in a reading selection are excluded from this requirement.

C. Selections shall represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

D. The reading selections and items shall be free of stereotyping by age, sex, ethnicity, and geographical location.

E. Selections shall include recipes, poetry, narratives, fiction, and factual accounts of a non-technical nature from science, social studies, and health.

F. Reading selections will be of varying lengths, and they shall range from 60 to 300 words in length.

G. Each reading selection shall be used as a stimulus for more than one item and as a measure of more than one objective.

II. Test Items

A. For each item, there shall be four responses with only one correct response.

B. When items relate to selections, the correct response shall be dependent upon the selection.

C. Except where noted otherwise, the words in the items, including the answer choices, will be taken from the TEA cumulative vocabulary list for Grade 5. Proper nouns and words explained by a reading selection are excluded from this requirement.

D. Neither "none of the above" nor "all of the above" shall be used as an answer choice.

III. Test Package Format

A. The test shall be printed in black ink on white paper.

B. Reading selections, graphics, their corresponding test items, and response choices shall appear on the same or facing pages.

C. Type size will be appropriate for fifth grade students.

Objectives and Measurement Specifications

Objective 1
Use context to understand the meaning of words.

Description of Test Questions

1. The question will not be referenced to a reading selection.
2. A boxed sentence that contains an underlined word will be presented. The sentence will not exceed 16 words in length.
3. The underlined word will be an unfamiliar word drawn from the TEA cumulative vocabulary list for Grade 9. The unfamiliar word may be a multiple-meaning word.
4. One or more context clues will be provided to allow students to select the appropriate meaning. Context clues may be of the following types:
   a. An example of a situation created by, resulting from, or equivalent to the referent of the underlined word; for example, "The hungry dogs were devouring the food."
   b. A synonym for the underlined word; for example, "Jim used many gestures when he talked, for example, moving his arms up and down."
   c. An antonym for the underlined word; for example, "John understood the math assignment, but I was bewildered."
   d. A setting that limits the meaning of the underlined word; for example, "The traffic was so great, that our car was immobilized." The structure of the sentence, the meaning of the sentence, or both may contribute to this setting.

Description of Answer Choices

1. The correct answer will be a definition for the underlined word that is supported by the given context.
2. Some of the incorrect answer choices will be alternate definitions for the underlined word that are not supported by the given context.
3. No answer choice will exceed 12 words in length.

Example of Test Questions
Choose the word or group of words that tells the meaning of the underlined word used in the sentence.

> Caught in the storm, the sailboat had to sheer to avoid the rocks.

A make a sudden turn

B be very thin

C make pure

D be very steep

Objective 2
Identify significant details.

Description of Test Questions

1. An untitled reading selection that contains explicit details will be presented.
2. The details to be tested shall be stated explicitly within the selection. (Recall of insignificant facts shall not be included in the items.)
3. Inferences, outcomes, and conclusions will not be measured by this objective.
4. The reading selection will be followed by a question about a significant detail it contains. The question will begin with one of the following words or phrases: "who," "what," "where," "when," "how many," or "how much."

Description of Answer Choices

1. Each answer choice will be a word, phrase, clause, or sentence directly restated from the selection.
2. The correct answer choice will be the detail from the selection that is asked for by the question.
3. Incorrect answers will be details from the selection that are explicitly stated in the selection but are inaccurate responses to the question.

Example of Test Questions*
Read the passage. Then answer the question.

> When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away. But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

How was kudzu often used in Japan?

A to feed cattle

B to stop soil from washing

C to make Japanese gardens beautiful

D to cover trees and fields

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

Objective 3
Identify the sequence of events.

Description of Test Questions

1. An untitled reading selection will be presented.
2. Each selection will include four to seven sequential events that are described in the order they occur.
3. The question may contain words which indicate sequence (e.g., first, next, finally).
4. After reading a selection, students will identify the order in which events occurred.

Description of Answer Choices

1. All answer choices will refer to events described in the selection.

Example of Test Questions*
Read the passage. Then answer the question.

In 1967, a group of treasure hunters discovered the sunken wrecks of two very old Spanish ships off Padre Island. By studying these wrecks, scientists have helped tell the story of what happened to the ships.

These vessels had been among a fleet of 54 ships sailing to the New World from Spain in 1553. Many of the ships did not make it past the Canary Islands because of bad weather. In 1554, the remaining ships were returning to Spain with silver and gold from Mexico. Scientists believe the ships were probably over-loaded. A terrible storm blew them off course, and they crashed against the Padre Island coast. About 250 of the 300 persons on board the ships were drowned. Those who made it to shore died in southern Texas.

Not long after this, other Spanish ships came to search for the silver and gold on the wrecked ships. Much of the treasure was recovered by sailors on these ships. However, the modern-day treasure hunters were also successful—over 400 years later!

Much of the treasure the ships carried was found soon after the

A ships were destroyed.

B scientists began their work.

C wrecks were found in 1967.

D ships left the Canary Islands.

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

Objective 4
Identify the main idea.

Description of Test Questions

1. An untitled selection will be presented.
2. The selection will develop one main idea.
3. The main idea will be implied in the selection.
4. The main idea will be supported by topic sentences and details in each paragraph of the selection.

Description of Answer Choices

1. Four statements of possible main ideas will follow a reading selection.
2. The correct answer will be a main idea statement that is both accurate and of the appropriate scope.
   a. A statement that is accurate contains information that is supported by the selection.
   b. A statement that is of the appropriate scope encompasses all of the most important details contained in the selection.
3. The incorrect answers will be either inaccurate or too narrow in scope.
   a. A statement is inaccurate if it is:
      (1) contradicted by information in the selection; something stated in the selection makes this choice untrue
      (2) unsupported by information in the selection. That is, there is no information in the selection that can be used to determine whether this answer is true or not
   b. A statement is too narrow in scope if it does not encompass all of the important details contained in the selection. This type of statement will refer to a supporting detail sentence in the selection.
4. The three incorrect answers will include two statements that are inaccurate and one that is too narrow in scope.

Example of Test Questions*
Read the passage. Then answer the question.

In 1967, a group of treasure hunters discovered the sunken wrecks of two very old Spanish ships off Padre Island. By studying these wrecks, scientists have helped tell the story of what happened to the ships.

These vessels had been among a fleet of 54 ships sailing to the New World from Spain in 1553. Many of the ships did not make it past the Canary Islands because of bad weather. In 1554, the remaining ships were returning to Spain with silver and gold from Mexico. Scientists believe the ships were probably over-loaded. A terrible storm blew them off course, and they crashed against the Padre Island coast. About 250 of the 300 persons on board the ships were drowned. Those who made it to shore died in southern Texas.

Not long after this, other Spanish ships came to search for the silver and gold on the wrecked ships. Much of the treasure was recovered by sailors on these ships. However, the modern-day treasure hunters were also successful—over 400 years later!

This story is mainly about

A sunken treasure off Padre Island.

B how the Spanish found gold and silver.

C a history of treasure hunting.

D how scientists learned about the past.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

28

—5—

Objective 5
Distinguish between fact and opinion.

Description of Test Questions

1. An untitled reading selection will be presented.
2. The selection will include statements of fact and statements of opinion.
3. Opinion statements must be made obvious by using words such as "think," "feel," and "believe" or words expressing an opinion such as "pretty," "ugly," or "nice."
4. The test question will ask students to identify either a statement of fact or a statement of opinion.
5. The word "fact" or "opinion" will be underlined in the test question.

Description of Answer Choices

1. All answer choices will consist of statements given in the selection.
2. In any set of answer choices there will be either three statements of fact and one statement of opinion or three statements of opinion and one statement of fact.

Example of Test Questions*
Read the passage. Then answer the question.

When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.

But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

Which one of the following is a statement of <u>opinion</u>?

A Americans feel there is little good to say about kudzu.

B In Japan, kudzu was eaten and fed to cattle.

C Kudzu grows faster in the southern states than in Japan.

D Kudzu has shorted out electricity.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—5—

Objective 6
Identify cause-and-effect relationships.

Description of Test Questions

1. An untitled reading selection will be presented.
2. A cause-and-effect relationship shall be stated in the reading selection.
3. The selection may develop more than one cause-and-effect relationship.
4. The cause-and-effect relationship to be tested will be supported by details in the selection.
5. The item stem will present a clear statement of either a cause or an effect stated in the selection.

Description of Answer Choices

1. Four statements of possible causes or effects will be given.
2. The incorrect answer choices will give plausible causes or effects that are not supported in the selection.

Example of Test Questions*
Read the passage. Then answer the question.

> When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.
>
> But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

Kudzu has covered millions of acres of fields because it

A grows very fast.

B is a popular food crop.

C keeps weeds from growing.

D is fed to cattle in Southern states.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—5—

Objective 7
Draw logical conclusions.

Description of Test Questions

1. An untitled reading selection will be presented.
2. The test question will ask students to draw a conclusion.
3. The conclusion requested in the question will be supported by topic sentences and details given in the reading selection.
4. The conclusion shall be implied in the selection and may be a prediction of what will happen next.

Description of Answer Choices

1. Four statements of possible conclusions will follow the item stem.
2. The correct answer will be a conclusion that is supported by the information given in the reading selection.
3. Incorrect answers will be plausible responses that are not supported by information given in the selection.

Example of Test Questions*
Read the passage. Then answer the question.

> When Americans first brought kudzu home from Japan in the late 1800's, they agreed with the Japanese that it was a wonderful plant. It was easy to grow, and the smell of its purple flowers was delightful. In Japan, kudzu was often eaten, fed to cattle, and used to weave baskets and mats. Americans planted it beside their porches for shade and in places where they wanted to stop the soil from washing away.
>
> But in our southern states, the vine grows much faster than in Japan. It can grow a foot a day, reaching out and hooking onto whatever it touches. It has become a real problem. It has covered roads and signs, shorted out electricity by growing from wire to wire, and killed shrubs and trees by growing over them and cutting off all light. Kudzu now has covered over a million acres of southern fields, and Americans feel there is little good to say about the plant they once praised so highly.

In the future, Americans will most likely

A control the growth of kudzu.

B use kudzu in weaving.

C sell kudzu to other countries.

D plant much more kudzu.

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

–5–

Objective 8
Identify the parts of a book used to obtain information.

Description of Test Questions

1. The question will not be referenced to a reading selection.
2. The test question will ask students to identify the purpose of a specific part of a book.
3. Four parts of the book will be tested: table of contents, title page, index, and glossary.

Description of Answer Choices

1. The four answer choices will refer to the following four parts of a book: table of contents, title page, index, and glossary.

Example of Test Questions
Choose the part of a book that would be most helpful.

To find the meaning of an unfamiliar word in a science book you are reading, you would look in the _____ .

A glossary

B table of contents

C index

D title page

–5–

Objective 9
Use graphic sources to get information.

Description of Test Questions

1. A graphic source will be presented. It will be a table, list, map, picture, diagram, or schedule.
2. A reproduction of a map will include both a legend and a north-south indicator. The legend will include such things as airports, rivers, railroads, or city parks.
3. Graphic sources shall have appropriate content for students in the fifth grade.
4. At least two different graphic sources of information will be tested.
5. At least two questions will accompany each source presented.
6. The information required by a question may be either given explicitly or implied by the graphic source.

Description of Answer Choices

1. Each answer will refer to information given in the graphic source.
2. The correct answer will be the information from the graphic source that is asked for by the question.
3. Incorrect answers will be information from the graphic source and will be plausible but inaccurate responses to the question.

Example of Test Questions
Use the schedule to answer the question below.

BUS SCHEDULE			
Plainfield to Orange		**Orange to Plainfield**	
Leave	**Arrive**	**Leave**	**Arrive**
7:00 A.M.	8:30 A.M.	8:00 A.M.	9:30 A.M.
12:00 Noon	1:30 P.M.	11:00 A.M.	12:30 P.M.
4:00 P.M.	5:30 P.M.	3:30 P.M.	5:00 P.M.

What time does the last bus from Orange to Plainfield leave?

A 3:30 P. M.

B 4:00 P. M.

C 5:00 P. M.

D 5:30 P. M.

Grade 9 Reading

General Specifications

I. Reading Selections

A. The readability of the reading selections will be approximately 9.0 when assessed by the Harris-Jacobson Readability Formula 2. This reading level is believed to be equivalent to that required to read and understand most newspapers.

B. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list for Grade 9. Proper nouns and words explained in a reading selection are excluded from this requirement.

C. Selections shall represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

D. The reading selections and items shall be free of stereotyping by age, sex, ethnicity, and geographical location.

E. Selections shall include narratives, fiction, and passages from the content areas.

F. Reading selections shall vary in length, but they shall not exceed 400 words in length.

G. Each reading selection shall be used as a stimulus for more than one item and as a measure of more than one objective.

II. Test Items

A. For each test item, there shall be four responses with only one correct response.

B. When items relate to reading selections, the correct response shall be dependent upon the selection.

C. All words in the items, including the answer choices, will be limited to those contained in the TEA cumulative vocabulary list for Grade 9. Proper nouns and words explained in a reading selection are excluded from this requirement.

D. Neither "none of the above" nor "all of the above" shall be used as an answer choice.

III. Test Package Format

A. The test shall be printed in black ink on white paper.

B. Reading selections, graphics, their corresponding test items, and response choices shall appear on the same or facing pages.

C. Type size shall be appropriate for ninth grade students.

Grade 9 Reading

Objectives and Measurement Specifications

Objective 1
Identify the meaning of words with academic and practical applications.

Description of Test Questions

1. The test item will not be referenced to a reading selection.
2. The word to be identified shall be given in a sentence and underlined.
3. The sentence will not exceed 16 words in length.
4. The word will relate to a concept that is required for successful completion of courses in science, social studies, mathematics, or English and will come from the TEA cumulative vocabulary list for Grade 9.
5. Some of the words to be identified shall be words that have multiple meanings.
6. The sentence will provide as few context clues as possible to the meaning of the underlined word.

Description of Answer Choices

1. The answer choices to the multiple-meaning words shall include, whenever possible, three dictionary meanings of the underlined word.
2. The correct answer will be a definition for the underlined word.
3. Incorrect answers will be plausible but inaccurate definitions of the underlined word.
4. Each definition will not exceed 12 words in length.

Example of Test Questions
Read the sentence. Then choose the meaning of the underlined word or group of words.

Even after Congress has passed a bill, the president can still <u>veto</u> it.

A reject

B accept

C create

D support

—9—

Objective 2
Identify significant details.

Description of Test Questions

1. An untitled reading selection will be presented, and it will contain significant details.
2. The selection may be either narrative or non-narrative (e.g., a diary, a description) in form.
3. Selections shall be organized into paragraphs. Each paragraph of a selection shall have a clearly identified main idea with a series of details supporting the main idea.
4. Inferences and conclusions will not be measured by this objective.
5. The question will present a clear question and/or statement that asks "who," "what," "when," "where," "how many," or "how much" and refers to a detail given in a reading selection.

Description of Answer Choices

1. Each answer choice will be a word, phrase, clause, or sentence directly restated from the reading selection.
2. The correct answer will be the detail from the selection that is required by the question.
3. Incorrect answers will be details from the selection that are plausible but inaccurate responses to the question.

Example of Test Questions*
Read the passage. Then answer the question.

> The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.
>
> Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.
>
> It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.
>
> There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

How many buffaloes were needed to make a ton of bones?

A one hundred

B eight

C millions

D twenty-three

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

Objective 3
Identify the sequence of events.

Description of Test Questions

1. An untitled reading selection will be presented. It will contain descriptions of at least six events.
2. The question may contain words which indicate sequence (e.g., first, next, finally).

Description of Answer Choices

1. All answer choices will refer to events described in the selection.

Example of Test Questions*
Read the passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

When did people in Texas become bone pickers?

A in the late 1870's

B after the development of the railroads

C after the economy in Texas improved

D in the late 1930's

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—9—

Objective 4
Identify the main idea.

Description of Test Questions

1. An untitled reading selection will be presented. The selection will develop one main idea.
2. The main idea of the selection will be implied.
3. The selection shall be either narrative or non-narrative in form.
4. The selection shall have three or more paragraphs.
5. Each paragraph in the selection will have a topic sentence.
6. The main idea will be supported by topic sentences and details in each paragraph of the selection.

Description of Answer Choices

1. Four statements of possible main ideas will follow a reading selection.
2. The correct answer will be a main idea statement that is both accurate and of the appropriate scope.
   a. A statement that is accurate contains information that is supported by the selection.
   b. A statement that is of the appropriate scope encompasses all of the most important details contained in the selection.
3. The incorrect answers will be either inaccurate or too narrow in scope.
   a. A statement is inaccurate if it is:
      (1) contradicted by information in the selection; something stated in the selection makes this choice untrue
      (2) unsupported by information in the selection. That is, there is no information in the selection that can be used to determine whether this answer is true or not
   b. A statement is too narrow in scope if it does not encompass all of the important details contained in the selection. This type of statement will refer to a supporting detail sentence in the selection.
4. The three incorrect answers will include two statements that are inaccurate and one that is too narrow in scope.

Example of Test Questions*
Read the passage. Then answer the question.

> The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.
>
> Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.
>
> It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.
>
> There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

The bone industry in Texas can best be described as

A a big business that lasted a short time.

B a business that was totally dependent on the railroad.

C a promising business that never was successful.

D a business that had little economic importance to Texas.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—9—

Objective 5
Distinguish between fact and opinion.

Description of Test Questions

1. An untitled reading selection will be presented. The selection will contain both statements of fact and statements that are based on personal feelings, assumptions, and/or opinion.
2. The test question will ask students to identify either a statement of opinion or a statement of fact. The word "fact" or "opinion" will be underlined in the question.

Description of Answer Choices

1. All answer choices will consist of statements given in the selection.
2. In any set of answer choices, there will be either three statements of fact and one statement of opinion or three statements of opinion and one statement of fact.

Example of Test Questions*
Read the passage. Then answer the question.

> The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.
>
> Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.
>
> It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.
>
> There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

Which one of the following is a statement of <u>opinion</u>?

A The bone business was a peculiar industry.

B Bones were ground up to make fertilizer.

C Many poor people became bone pickers.

D Millions of dollars' worth of bones were shipped from Texas.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—9—

Objective 6
Identify cause-and-effect relationships.

Description of Test Questions

1. An untitled reading selection will be presented.
2. A cause-and-effect relationship will be implied in the reading selection.
3. The question will ask students to identify the implied cause or effect.
4. The cause-and-effect relationship to be tested will be supported by details given in the selection.

Description of Answer Choices

1. The answer choices will consist of four statements of possible causes or effects.
2. The incorrect choices will be plausible causes or effects that are not supported by the information given in the selection.

Example of Test Questions*
Read the passage. Then answer the question.

The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.

Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.

It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.

There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

Many poor people became bone pickers in Texas because

A they could sell the bones they found.

B they could use the bones to make things they needed.

C there were too many buffaloes in Texas.

D the railroad industry paid them to collect the bones.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—9—

Objective 7
Identify the author's point of view and/or purpose.

Description of Test Questions

1. An untitled reading selection will be presented. The selection may include poetry and articles from content areas.
2. Two of the selections may be taken from a poem, a newspaper, or a magazine article.
3. The selection shall provide textual evidence to support the point of view which the author has taken.
4. The author's point of view or purpose may be stated or implied.
5. The test question accompanying the selection will pose a question about the author's point of view or purpose.

Description of Answer Choices

1. The correct answer choice will give the author's point of view or purpose.
2. The incorrect answer choices will give plausible but inaccurate statements of the author's point of view or purpose.

Example of Test Questions*
Read the passage. Then answer the question.

> The late 1870's saw the growth of a peculiar industry in Texas. The bones of buffaloes killed for their hides were gathered and shipped off to large cities. There they were ground up to make fertilizer, to bleach sugar, and to make bone china. They were also cut into buttons.
>
> Many poor people became bone pickers. For about sixty years, they gathered piles of bones all over Texas to sell to dealers, who made a nice profit shipping the bones off on long wagon trains or on railroad cars. Thus, this bustling industry contributed to the development of railroads in the state.
>
> It took 100 buffaloes to make a ton of bones, and a ton sold for between eight and twenty-three dollars over the years. By the late 1930's, millions of dollars' worth of bones had been shipped out of Texas.
>
> There were several reasons that the Texas bone industry came to an end. The economy improved and people found that they could make more money doing other things. Though not many buffaloes remained in Texas, laws were passed forbidding the slaughter of buffaloes, and better sources of bone meal were found.

The author wrote this passage to

A describe an unusual industry in Texas.

B make fun of the bone industry in Texas.

C criticize the slaughter of buffaloes.

D explain the growth of railroads in Texas.

---

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustratehow the same selection can be used to measure several objectives.

—9—

Objective 8
Draw logical conclusions.

Description of Test Questions

1. An untitled reading selection will be presented. It may be either narrative or non-narrative in form.
2. A narrative selection shall contain a series of paragraphs, each of which has a main theme supporting the conclusion of the entire selection.
3. The topic sentences of the paragraphs in the selection shall provide the supporting evidence for drawing the correct conclusion.
4. The conclusion shall be implied in the selection and may be a prediction of what will happen next.

Description of Answer Choices

1. Four statements of possible conclusions will follow a reading selection.
2. The correct answer will be a conclusion that is supported by the information given in the reading selection.
3. Incorrect answers will be plausible but inaccurate responses to the question.

Example of Test Questions*
Read the passage. Then answer the question.

> Herons are birds that live near water. They nest high in the trees and live together in large flocks. They can be more than three feet tall. They have long legs, long necks, and long bills. These feathers help herons to wade in shallow water and feed on fish and other animals. Some types of heron are snowy white; others are reddish brown, blue, or dull green.
>
> The great blue heron, the little blue heron, and the green heron are all found in Texas. The green heron can live near either fresh or salt water. Its body looks more blue than green, and its neck is bright red-brown. Its call sounds like "kew, kew."
>
> One might expect that the great blue and little blue herons are not blue, either. They are both grayish brown. The great blue heron has a tuft of black feathers that stick straight from the back of its head. Some people think the bird looks as if it's wearing a baseball cap turned backwards. Also, it has white feathers that stream down the front of its neck like a lace handkerchief.

Based upon information in the passage which of the following is likely?

A Herons are not named according to their color.

B All herons are brown.

C Herons usually live a great distance from water.

D Blue herons wear baseball caps.

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

46

—9—

Objective 9
Identify an accurate generalization from a given series of details and/or assumptions.

Description of Test Questions

1. An untitled reading selection will be presented. It will be composed of short paragraphs that contain a series of details and/or assumptions.
2. Selections shall provide evidence to support one correct generalization.
3. The question will ask students to identify a generalization that is implied in the selection.

Description of Answer Choices

1. The answer choices will consist of four statements.
2. The correct answer will be an accurate generalization based on the selection.
3. Incorrect answer choices will be statements or generalizations that are not supported by the reading selection.

Example of Test Questions*
Read the passage. Then answer the question.

In 1856, some very unusual cargo was unloaded from ships at the docks at Powder Horn. Thirty-three camels were being delivered to the Texas shores! Within the next eighteen years, several more shipments of camels would be brought from Africa and Asia to Texas. By the mid 1970's, herds of the beasts were grazing around Elgin, Texas.

In 1855, the U.S. Congress voted to spend $30,000 importing camels. Travel across the nation was difficult. Hauling supplies by mule was slow and made Indian attacks easy. As the experiment proved, camels could cover ground many times faster than mule teams and could carry much more weight.

But the Civil War interfered with the national camel experiment. Also, when the war was over, more goods were being shipped by the expanding railroads. Because the need for camels was not so pressing, the beasts were sold to private owners for thirty dollars each. Later these owners sold many of the camels to circuses for ten times that amount. Had the experiment succeeded, today camels might be as common as horses in parts of our country.

Overall, the article makes the camel experiment sound like a

A reasonable idea.

B bad joke.

C huge success.

D silly proposal.

* The example illustrates how the text of a selection may be used to measure the objective. The same selection and other items are used elsewhere and illustrate how the same selection can be used to measure several objectives.

—9—

Objective 10
Identify the purpose of various sources as aids in locating information.

Description of Test Questions

1. The question will not be referenced to a reading selection.
2. Sources of information will be presented. These sources are the following: dictionary, encyclopedia, atlas, almanac, thesaurus, newspaper, telephone book, and *Reader's Guide to Periodical Literature.*
3. The stem shall be a question that asks students to identify the reference source that should be used to obtain a particular type of information.

Description of Answer Choices

1. The answer choices shall be a list comprised of four reference sources.
2. The answer choices shall be selected from the following: dictionary, encyclopedia, atlas, almanac, thesaurus, newspaper, telephone book, and *Reader's Guide to Periodical Literature.*
3. The correct answer will be the source for finding the answer to the question given in the item stem.
4. The incorrect answer choices will refer to inappropriate sources for finding the answer to the question given in the item stem.

Example of Test Questions
Choose the reference source that would be most helpful.

Which reference book would tell you how to pronounce the word "abacus"?

A dictionary

B thesaurus

C almanac

D encyclopedia

—9—

Objective 11
Use graphic sources to get information.

Description of Test Questions

1. A graphic source will be presented. It will be a table, list, map, picture, diagram, or schedule.
2. Graphic sources shall have appropriate content for students in the ninth grade.
3. The information to be obtained may be stated directly in or implied by the graphic source.
4. The test items shall present at least two different kinds of graphic sources.
5. When given a graphic source, students will be asked (1) to identify specified information that may be obtained directly from the graphic source, (2) to identify specified information that may be inferred from the graphic source, or (3) to compare and contrast information, excluding mathematical operations.

Description of Answer Choices

1. Each answer choice will refer to information taken from the graphic source.
2. Incorrect answers will be information from the graphic source that is plausible but inaccurate.

Example of Test Questions
Use this train schedule to answer the question.

TRAIN SCHEDULE

Livingston Station
Weekdays

Livingston to Maplewood		Maplewood to Livingston	
Departures	**Arrivals**	**Departures**	**Arrivals**
* 7:00 A.M.	7:45 A.M.	* 7:30 A.M.	8:15 A.M.
* 8:00 A.M.	8:45 A.M.	* 8:30 A.M.	9:15 A.M.
9:00 A.M.	10:00 A.M.	9:30 A.M.	10:30 A.M.
10:30 A.M.	11:30 A.M.	11:00 A.M.	12:00 Noon
12:30 P.M.	1:30 P.M.	1:00 P.M.	2:00 P.M.
2:30 P.M.	3:30 P.M.	3:30 P.M.	4:30 P.M.
* 5:00 P.M.	5:45 P.M.	* 4:30 P.M.	5:15 P.M.
* 6:00 P.M.	6:45 P.M.	* 5:30 P.M.	6:15 P.M.
7:00 P.M.	8:00 P.M.	7:00 P.M.	8:00 P.M.
* 8:00 P.M.	9:00 P.M.	:30 P.M.	9:30 P.M.

Weekends

Departures	**Arrivals**	**Departures**	**Arrivals**
* 9:00 A.M.	9:45 A.M.	*10:00 A.M.	10:45 A.M.
12:00 Noon	1:00 P.M.	12:30 A.M.	1:30 P.M.
4:00 P.M.	5:00 P.M.	3:30 P.M.	4:30 P.M.
* 8:00 P.M.	8:45 P.M.	* 7:30 P.M.	8:15 P.M.

*Non—Stop Service

What is the latest non-stop train you can take from Maplewood to Livingston on Tuesday morning?

A 8:30 A.M.

B 8:00 A.M.

C 9:00 A.M.

D 10:00 A.M.

50

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Texas Education Agency
Austin, Texas
August 1984
GE4 442 03